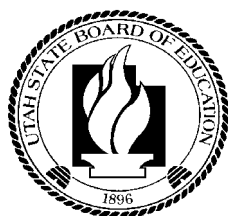


**The Report of the
Accreditation Visiting Team**

**Manila High School
200 West Second North
Manila, Utah 84046**

December 10, 2003



Utah State Office of Education
250 East 500 South
P.O. Box 144200
Salt Lake City, Utah 84114-4200

**THE REPORT OF THE
VISITING TEAM REVIEWING**

**Manila High School
200 West Second North
Manila, Utah 84046**

December 10, 2003

UTAH STATE OFFICE OF EDUCATION

**Steven O. Laing, Ed.D.
State Superintendent of Public Instruction**

**DIVISION OF
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Salt Lake City, Utah

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FOREWORD

A major purpose of the accreditation process is to stimulate inservice growth and school improvement. Consequently, requirements include not only meeting the standards of the Utah State Office of Education, but also completing a school evaluation every six years.

School evaluation is that effort by the local school staff to take a comprehensive look at the school's program, operation, and effect. The school determines how closely its purposes and philosophy coincide with its actual practices and the degree to which its stated objectives are being reached. It is a three-phased program: (1) self-evaluation, (2) on-site evaluation by an external team of educators, and (3) implementation using units of the evaluation to improve the school by effecting thoughtful change.

The evaluation, December 10, 2003, was conducted because of the school's desire to ensure quality education for all students in the school, and to meet the requirements referred to above.

The entire staff of Manila High School is commended for the time and effort devoted to studying and evaluating the various facets of the total program and to preparing the materials used by the Visiting Team. The excellent leadership given by Principal Dr. E. Bruce Northcott is commended.

The staff and administration are congratulated for the generally fine program being provided for Manila High School students, and also for the professional attitude of all members of the group, which made it possible for them to see areas of weakness and strength and to suggest procedures for bringing about improvements.

While these recommendations may be used to solicit financial support to acquire some of the materials, equipment, and services needed to carry out a more effective program, it is even more important that the faculty and administration utilize them as they continue to evaluate and modify course offerings and administrative and classroom procedures to more adequately meet the needs of the students of Manila High School.

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State Superintendent
of Public Instruction

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**Board of Regents Appointments*

10/30/03

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Member Claire Reed
Member Penny Muir
Member Sandra Collett

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Director Applied Technology Education Guy Durrant
Director Student Services..... Dr. E. Bruce Northcott
Business Manager..... Luann Robinson
Curriculum Specialist..... Dr. E. Bruce Northcott
Maintenance Supervisor..... Ron Kendrick
Supervisor Elementary Education..... Dr. E. Bruce
Supervisor School Lunch Luann Robinson
Special Education..... Harriett Dickerson

MANILA JUNIOR/SENIOR HIGH SCHOOL

ADMINISTRATION AND STAFF

School Administration

Principal Dr. E. Bruce Northcott
Assistant Principal Bill Schell

Counseling

Guidance Counselor Tim Walker

Support Staff

Secretary Gail Despain
Custodian RenaeBengochea
Special Ed Aide Dawn Slagowski

Faculty

Clark Anderson Algebra II, Earth Systems, Geometry, P.E., Music, Coach
Becky Catron English, Reading, Coach
Kenra Chidester Work-Based Learning, Art, TLC, Computer
Technology, Word Processing, DTP, Foods and Adult Roles
Harriet Dickerson Special Education, Librarian
Bette Dickison Spanish, English, Drama, Dance
Lucille Durrant Driver's Ed, Adult Education
Brian Raymond Yearbook
Bill Schell TLC, Shop, Plant Science, Small Engines
Ag. Mech., Animal Science, Vo. Ag., FFA
Kimberly Stephens Skills & Fitness, Biology, Science, Anatomy,
Pre-Algebra, Algebra I
Tim Walker Utah History, Health, U.S. Studies, World Civilization
World Geography, U.S. Government, Weights
Leta Wahlquist Art, Painting

MANILA JUNIOR—SENIOR HIGH SCHOOL

MISSION STATEMENT

The mission of Manila High School is to empower each student to become a caring, competent and contributing citizen with values, skills, and knowledge that will create a vision for lifelong success in an integrated, diverse, and changing world.

BELIEF STATEMENTS

1. Each student is a valued individual with unique physical, social, emotional, and intellectual needs.
2. Teachers, administrators, parents, and the community share the responsibility for advancing the school's mission.
3. Student learning in safe environment is the chief priority of the school.
4. Student achievement is enhanced through positive relationships with caring individuals including peers, staff, family, and community.
5. Teachers committed to continuous improvement incorporate a variety of learning activities and assessments to accommodate differences in student learning styles.
6. Students demonstrate understanding of essential knowledge and skills by actively solving problems and producing quality work.
7. All education should lead to productive citizenship.
8. The ultimate outcome of secondary education is students who are confident, self-directed, life-long learners.

MEMBERS OF THE VISITING TEAM

Dan Johnson, Mount Logan Middle School, Logan City School District, Chairperson

Bill Goodrich, Union High School, Roosevelt School District

VISITING TEAM REPORT
MANILA JUNIOR–SENIOR HIGH SCHOOL

CHAPTER 1: SCHOOL PROFILE

Manila High School is located in Manila in rural northeast Utah. The school provides educational services for all the students in Daggett County, as well as for a few students in adjacent geographical areas. Daggett is the smallest county Utah, and is

experiencing a decline in population. Young families are not staying in the area. This has resulted in a current high school population of 79 students in grades 7-12. The federal government owns nearly 90 percent of the land in the county. Employment for county residents is predominantly in the areas of government, agriculture, education, and tourism.

Since Manila High School is the only school in the county, it serves as the center for community life. It boasts of small class sizes and integrated technology, and provides opportunities for students to participate in a wide variety of programs and activities.

The school recognizes its unique community position, and promotes a family atmosphere in all its offerings.

a) What significant findings were revealed by the school's analysis of its profile?

Declining enrollment is affecting the offerings that the school can make available to the student body.

Student academic performance has been decreasing slightly in recent years. (The school has done an excellent job of providing and interpreting data.)

The school leadership team discovered environmental issues that were adversely affecting school life at Manila High School. They also identified resources that were necessary for school improvement and sought after these in their school improvement efforts, as well as finding strong student, faculty, and community support for their improvement plan.

b) What modifications to the school profile should the school consider for the future?

The profile was comprehensive and addressed critical areas that help to define the school. The Visiting Team felt that results from student, faculty, and parent surveys were not emphasized enough in the report. This information was an important element that would have furthered the Visiting Team's understanding of stakeholder perceptions of Manila High School.

Suggested Areas for Further Inquiry:

- Further define the relationship between DRSLs and assessment and instruction.
- Begin the process of unpacking standards, and reach agreement on what should be taught in each subject at each grade level. Establish benchmarks for each grade level so that students, parents, and faculty members are informed of student progress and achievement.

CHAPTER 2: THE SELF-STUDY PROCESS

- a) *To what extent has the school community engaged in a collaborative self-study process on behalf of students?*

Manila High School has taken a strong, proactive approach to improving student achievement. The school's work was aimed solely at moving students toward some specific predetermined achievement targets. The school is commended by the Visiting Team for its effort to follow the accreditation process, and for doing an excellent job of involving several stakeholders. Planning sessions involving a variety of individuals led to the development of the self-study document.

- b) *To what extent does the school's self-study accurately reflect the school's current strengths and limitations?*

Manila High School's self-study was very accurate in assessing the school's strengths and weaknesses. As the staff becomes more aware of using the self-study process to identify specific areas of student achievement, they will readily identify strategies they can use to accomplish schoolwide improvement.

CHAPTER 3: INSTRUCTIONAL AND ORGANIZATIONAL EFFECTIVENESS

Manila High School's desired results for student learning (DRSLs) are as follows:

1. Communication
 - 1.1 Effective listener
 - 1.2 Read and comprehend written material
 - 1.3 Write effectively

- 1.4 Present effectively
- 2. Citizenship
 - 2.1 Respect self, others, property, and country
 - 2.2 Collaboration—be able to work in a group
 - 2.3 Understand the value of and participate in service
 - 2.4 Accept responsibility for his/her learning
 - 2.5 Career exploration and preparation
- 3. Essential Knowledge
 - 3.1 Mastery of end-of-level tests—75%
 - 3.2 Use theoretical and practical math knowledge to solve problems
 - 3.3 Use the scientific method to solve problems
 - 3.4 Computer skills
 - 3.5 Find information using a variety of research tools

Shared Vision, Beliefs, Mission, and Goals:

- a) *To what extent did the school facilitate a collaborative process to build a shared vision for the school (mission) that defines a compelling purpose and direction for the school?*

The school does have a working mission statement that is understood and supported by the actions of the school. The leadership of the school has used the motto, “Grab the reins! Prepare for the ride—your life,” as the main focus for the school. Change in the school and reinforcement is centered on this motto.

- b) *To what extent has the school defined a set of beliefs that reflect the commitment of the administration and staff to support student achievement and success?*

The school went through a process of identifying beliefs about student learning and success. The Visiting Team noticed a commitment on the part of the administration and staff to these beliefs. Students felt like their needs were being met and the staff and administration had their best interests in mind. Work has been done to improve safety and the learning environment. Materials are plentiful and technology is used daily by all students in the educational process.

- c) *To what extent do the school's mission and beliefs align to support the school's desired results for student learning (DRSLs)?*

The Visiting Team identified alignment between the work the school is doing and the desired results for student learning. The school is to be commended for its work in the areas of communication, knowledge and critical thinking, and citizenship. Each of these outcomes is an integral part of the school's mission and belief statements.

Curriculum Development:

- a) *To what extent does the staff work collaboratively to ensure the curriculum is based on clearly defined standards and the Utah Core Curriculum (with inclusion of the Utah Life Skills)?*

The staff makes a conscious effort to teach to the Utah Core Curriculum. Some staff members track their curricula in a specific ways, noting how each unit will correlate with the core. Others take a more general approach. They ensure that the activities they are using tie back to the core in some way.

An effort is made by the administration to ensure that the core is being taught. Faculty members are expected to maintain a portfolio detailing how the Core Curriculum is to be implemented in their classroom. There is a wide range of variation in how well this has been accomplished by each teacher. Most, if not all, teachers have done this to some degree and seem to be committed to continuing the process.

With respect to the inclusion of Utah Life Skills, the writing of these skills within curricular documents is absent. Although there is no formal inclusion of the skills in the individual teachers' documents, these skills are being included in the actual teaching of the students, either within the classroom or on a schoolwide basis, through emphasis on the school's motto ("Grab the reins!") and individual student recognition.

- b) *To what extent does the teaching staff work collaboratively to support the development of a curriculum that focuses on the school's desired results for student learning?*

The first of the school's desired results for student learning falls under the category of Communication. The strands under this category are easily included in the Core Curriculum. It is evident that the staff has accepted and implemented the strand "Present Effectively." The teachers are engaged in teaching the students to present and having each student present often.

Quality Instructional Design:

- a) *To what extent does the professional staff design and implement a variety of learning experiences that actively engage students?*

A wide variety of learning experiences are available. Students are rarely idle. The classrooms are operating with a variety of activities. These include hands-on learning, student presentations, group interaction, research, reading and

response, student-designed learning, and question-and-answer relationship activities.

- b) *To what extent does the professional staff employ a variety of instructional strategies to ensure the needs of different learners are met?*

The above-mentioned strategies also benefit the needs of different learners. In addition, language arts and reading teachers are using visual means of teaching vocabulary. This practice could be shared with other teachers.

The school should explore methods of teaching that will be helpful to its English language learners. Even though the school has a very small ELL population, ELL students' needs should be addressed. The teaching strategy for ELL students should be one of inclusion and giving them comprehensible input, not of pullout and translating assignments. Strict translation of assignments will become a crutch to the ELL students, and they will become dependent on the translation rather than pushing for understanding through English. By including ELL students in the regular curriculum with comprehensible input, the school will foster basic interpersonal communications skills (BICS). Once BICS is developed, efforts can be shifted to helping the students develop cognitive academic language proficiency (CALP), where a higher level of input can be understood.

- c) *To what extent do the professional staff and leadership provide additional opportunities which support student learning?*

The students commented over and over again that the teachers were very approachable and accessible. Failure rate in the school is extremely low. Although the school is small, it has music and dance as parts of the curriculum. Most students are involved in extracurricular activities. All students in grades 9-12 participate in either FFA or FBLA, and the seventh and eighth grade students can't wait until they can join. Students who want to participate on sports teams are readily accepted.

Another student resource is the after-school Connections program. Students can receive help with homework or participate in a variety of other activities.

Quality Assessment Systems:

- a) *To what extent has the staff developed classroom or schoolwide assessments based on clearly articulated expectations for student achievement?*

Manila High School does not yet have a formal assessment system that is tied to the standards in the State Core Curriculum. The school has undergone staff development training in this area, and has plans to work on its pre- and post-test

assessments for each course and grade level. The Visiting Team observed that many teacher-developed assessments were used to determine student progress. The school has developed DRSLs, and has used these as the focus for improving student achievement. As a matter of fact, they were already able to report data indicating progress toward improvement goals established more than a year ago.

- b) *To what extent are assessments of student learning developed using methods that reflect the intended purpose and performance standards?*

The staff understands that the performance of students must be assessed in multiple ways. This understanding and commitment will aid the staff members greatly as they work collaboratively to develop a schoolwide assessment system. The direction the school has taken is in line with the intended purpose of accreditation.

- c) *To what extent are assessments designed, developed, and used in a fair and equitable manner?*

The Visiting Team felt the students were treated fair and equitably. The staff is working hard to let students and parents know what is expected of them. Students are being assessed and are receiving excellent feedback from their teachers and administrators. The more alignment can be achieved between standards and the school's assessment processes, the greater the guarantee of fairness and equity.

Leadership for School Improvement:

- a) *To what extent does the school leadership promote quality instruction by fostering an academic learning climate and actively supporting teaching and learning?*

School leadership has done a great deal to move the school toward a culture of learning and achievement. Teachers indicated a desire to have the students learn, and to improve in the areas that the school team had identified as being weak. Staff development centered on "best practices" has been provided for the instructional staff at the school.

- b) *To what extent does the school leadership employ effective decision making that is data-driven, research-based, and collaborative?*

The administration has led the school's staff in identifying strengths and weaknesses of their instructional program and practices. Results from two years of study were used to create the plan for schoolwide improvement. The work of the faculty is now centered on this data; decisions are being driven by this information. Work is collaborative, including all teachers and administrators.

- c) *To what extent does the school leadership monitor progress in student achievement and instructional effectiveness through a comprehensive assessment system and continuous reflection?*

The administration at Manila High School has shown a commitment to using data to drive school improvement for quite some time now. The next important step is to develop a formal assessment system for the DRSLs. Teachers are already using their classroom assessments to determine student progress. They do need assistance in writing assessments that are more fully aligned with the content and enduring understandings found in the State Core standards. The Visiting Team noticed that teachers were encouraged to reflect on their practice, and that time has been set aside specifically for this purpose.

- d) *To what extent does the school leadership provide skillful stewardship by ensuring management of the organization, operations, and resources of the school for a safe, efficient, and effective learning environment?*

Manila High School has undergone substantive changes to ensure that students learn in a safe, friendly, nurturing environment. This was one of the school goals that were initially undertaken as they began work on their SIP. Students reported that their school had changed significantly, and they liked these changes.

- e) *To what extent does the school leadership make decisions related to the allocation and use of resources which align with the school goals, the achievement of the DRSLs, and school improvement efforts?*

Many stated that they were thankful for administrators and teachers who cared enough to make this happen. Even though the school is small and offerings are somewhat limited, the administration works hard to give everything they can to the student body.

The Visiting Team was impressed with the administration's commitment to school improvement. They were eager to share what resources were available and how they were allocated. The well-being of students was foremost, and this was mirrored in the classrooms by the teachers.

- f) *To what extent does the school leadership empower the school community and encourage commitment, participation, collaboration, and shared responsibility for student learning?*

Manila High School is a small 1A school that provides a great service to its community and the surrounding area. Parents, students, teachers, and administrators feel pride and ownership with what happens at the school. The leadership has capitalized on this by encouraging all interested individuals and groups to share in the responsibilities placed upon the school.

Community Building:

- a) *To what extent does the school foster community building and working relationships within the school?*

The staff goes to great lengths to recognize individual students. Three students are spotlighted every week, each student is recognized on his or her birthday, and the school holds rallies that give opportunities for other recognition. In addition, they hold drawings to recognize students who can recite the school's motto.

Individual classes (e.g., freshmen) are organized with a faculty advisor. With the supervision of the advisor, students plan activities and service projects. The service projects are conducted not only within the school but in the Manila community as well.

Although nearly everyone questioned during the accreditation visit commented that his or her input and needs are received and addressed, a needs assessment of all groups would be appropriate.

- b) *To what extent does the school extend the school community through collaborative networks that support student learning?*

To a great extent, the school **is** the community. In the evening the school is open to allow students and community members to use the gymnasium and other facilities. Internships between students and businesses are established to provide students with work experiences.

Further steps should be taken to extend the school community. Input of parents and others in the outside community could be obtained through surveys or other media. Steps to increase parent and community involvement seem to be the natural second phase to what has already been accomplished.

Culture of Continuous Improvement and Learning:

- a) *To what extent does the school build skills and the capacity for improvement through comprehensive and ongoing professional development programs focused on the school's goals for improvement?*

Past staff development has been productive and has helped the school to fulfill its goals for student learning. It isn't clear whether or not the staff development was intentionally planned to meet those goals. There is evidence that a more comprehensive program is being planned and put into place. This effort should

be a priority, and after implementation it should be evaluated as to its effectiveness in accomplishing school goals.

- b) *To what extent does the school create conditions that support productive change and continuous improvement?*

The school hasn't always had a clear direction as to where they are headed, but an attitude for productive change is in place. Now that the direction of the school is defined and will continue to improve, the staff is willing to implement the changes for the benefit of the students.

CHAPTER 4: NORTHWEST ASSOCIATION OF ACCREDITED SCHOOLS (NAAS) STANDARDS I-XI

Standard I – Educational Program

This standard is met.

Standard II – Student Personnel Services

This standard is met.

Standard III – School Plant and Equipment

This standard is met.

Standard IV – Library Media Program

This standard is met.

Standard V – Records

This standard is met.

Standard VI – School Improvement (This is addressed in the self-study.)

This standard is met.

Standard VII – Preparation of Personnel

This standard is met.

Standard VIII – Administration

This standard is met.

Standard IX – Teacher Load

This standard is met.

Standard X – Activities

This standard is met.

Standard XI – Business Practices

This standard is met.

CHAPTER 5: SCHOOL IMPROVEMENT EFFORTS – ACTION PLAN

- a) *To what extent is the schoolwide action plan adequate in addressing the critical areas for follow-up?*

Manila High School began working on its action plan well in advance of the Visiting Team's site visit. The school had already reviewed results of certain assessments and noted some significant achievements. They clearly outlined steps the school needed to take to continue schoolwide improvement.

- b) *To what extent is there sufficient commitment to the action plan, schoolwide and systemwide?*

The administration, faculty, and stakeholder groups were well aware of the components of the school improvement plan. Commitment was evident in the action that the school had already taken. The Visiting Team felt that this commitment was exemplary, and upon the next visit it is anticipated that a great deal more progress will be made toward accomplishing the schoolwide goals.

- c) *How sound does the follow-up process that the school intends to use for monitoring the accomplishments of the schoolwide action plan appear to be?*

The school developed action steps with benchmarks for progress. Responsibilities for implementation and follow-up have been assigned. Interviews with administrators and faculty members left the Visiting Team with a feeling of confidence about the school's future work.

CHAPTER 6: MAJOR COMMENDATIONS AND RECOMMENDATIONS OF THE VISITING TEAM

Commendations:

- The Visiting Team commends the hard work put into the accreditation process. Manila High School is staffed with teachers and administrators who have taken the time to study the accreditation process. They have worked hard to implement the process within the context of their school and community setting.
- The Visiting Team commends Manila High School for its use of data to drive decisions. Data-driven decision making is evident at the school. Findings in the self-study were translated into goals and action steps. The administration and staff are committed to making sure that the most important improvement goals are addressed effectively.
- The culture of the school is positive and youth-oriented. Interviews with students indicated that they feel safe and are challenged by active learning opportunities.
- The Visiting Team commends the staff at Manila High School for developing a collegial working environment. Departments are small, mostly single individuals. As a result, it is imperative that faculty members continue to work with one another across content and grade level.

Recommendations:

- Manila High School is encouraged to develop a schoolwide assessment system for its desired results for student learning.
- Teachers are encouraged to develop a wide range of performance-based assessments that are tied to the standards of the State Core Curriculum. This data should be used in the future to inform instruction.
- It is recommended that the administration and teachers continue staff development training in the use of “best practices” for instruction and assessment.
- The school profile was extremely well done, but the Visiting Team recommends that formal survey results from students and parents be more detailed in future self-study reports.

